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ABSTRACT

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). The booklet opens with a brief description of OIEP functions, legislative background, mission statement, long-range goals, and a list of Goals 2000 panel members. Statistics on students and schools show that in 1997 the BIA served over 50,373 K-12 students in 185 (108 tribally controlled) schools on 63 reservations in 23 states. The BIA also funded 25 tribally controlled community colleges and operated 2 postsecondary institutions. The 24 education line officers are listed with their agency/area offices and schools served. In addition to the regular K-12 curriculum, the Division of Education administers school reform teams, disadvantaged, bilingual, and gifted and talented programs, as well as professional development and Safe and Drug Free Schools, homeless, and Title I and Title IX programs. Participating schools and the number of students served by each program are given. A chart gives state-by-state distribution of Indian education formula grant projects with contact information for fiscal year 1997. The purpose of the Special Projects team is given along with a description and statistics for its various programs: exceptional education, family and child education, school to work, Johnson-O'Malley, higher education grants, special higher education grants, adult education, summer law program, and tribally controlled colleges and universities. Responsibilities and accomplishments of the Division of Planning, Oversight, and Evaluation are described. Participants in recognition programs are listed, and staff development programs are briefly described. Concluding sections present administrative and information services and other activities, memoranda of agreement, and contact information. (SAS)

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1998 Fingertip Facts



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Bureau of Indian Affairs
Office of Indian Education Programs



The Assistant Secretary-Indian Affairs, Department of Interior has determined that the publication of this periodical is necessary in the transaction of the public business required by law of the Agency.

Foreword From the Director. . .

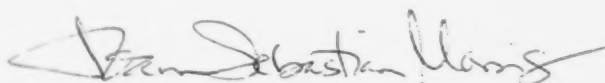
This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 1997-1998 school year, OIEP is directly serving almost 51,000 elementary and secondary students and indirectly serves over 400,000 students through our various educational programs.

OIEP's vision and long range goal is to unite to promote healthy Indian communities through lifelong learning. We implement this through commitment to our mission, which is to provide quality education opportunities from early childhood through life, with consideration given to the mental, physical, emotional, spiritual, and cultural aspects of the person served. OIEP will continue to encourage parent participation and tribal control of school programs, to support the inclusion of American Indian languages and cultures in teaching and learning, to support local control, and to involve others, including tribal leaders, in consultations on all matters pertaining to education.

Since 1995, there have been more schools operated by tribes through grants and contracts than operated by the BIA. In school year (SY) 1995, 98 of the 187 schools/dorms were tribally controlled schools. In SY 1996, we had 105 tribally controlled schools/dorms. In SY 1997, three schools combined which lowered the schools funded to 185, while the numbers of schools/dorms tribally operated increased by three, to 108. In July, 1998, eight more schools will become tribally controlled. This trend will continue; we see it as a very natural and healthy move on the part of tribal communities.

The implementation of the Goals 2000: Educate America Act and the Improving America's Schools Act of 1994 has enhanced our educational reform efforts nationwide. All schools have developed Consolidated School Reform Plans to guide them into the year 2000; the plans include student achievement and behavioral goals, parental involvement goals, and staff development to improve teaching and learning. Technology advances through our Access Native America Project are bringing ever increasing numbers of our schools onto the Internet and the information highway. The Family and Child Education Program currently serves 1500 families with children from birth to age five in 22 schools and American Indian communities, providing family literacy services and support for parents in being the child's first and best teacher.

During a period of increased student enrollment, program and fiscal accountability, and limited resource capability, we are faced with many challenges. Much appreciation is given to the many students, parents, elders, teachers, administrators, school and dorm staff, college and university faculty, education line office staff, the Central Office staff, and our many non-federal partners for their fine efforts in meeting the challenges and working collaboratively towards reforming and refining Indian education nationwide.



Joann Sebastian Morris

OFFICE OF INDIAN EDUCATION PROGRAMS

The Office of Indian Education Programs (OIEP) is located within the Bureau of Indian Affairs in the U.S. Department of Interior and is responsible for line direction and management of all Bureau of Indian Affairs education functions including the formation of policies and procedures, supervision of all program activities undertaken within the office's jurisdiction, and the approval of the expenditure of funds appropriated for the Bureau of Indian Affairs Indian education functions.

Background

Three major legislative actions have restructured the Bureau of Indian Affairs since the Snyder Act of 1921. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture into Bureau schools. Full assimilation and eradication of Indian culture had been the policy of the federal government previously. A second major legislative action was the Indian Self-Determination and Education Act of 1975 (PL 93-638). This legislation gave authority to the tribes to contract with the BIA in the operation of schools and to determine the education programs for their children. The Education Amendments Act of 1978 (PL 95-561) and further technical amendments (PL 98-511, 99-89, and 100-297) mandated major changes in Bureau funded schools. These amendments empowered Indian school boards, provided for local hiring of teachers and staff, and the direct funding of schools.

Mission Statement

The mission of OIEP can be found in 25 CFR 32 and states that the Bureau of Indian Affairs, OIEP is to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities. OIEP shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within a family and Tribal or Alaska Native village contexts.



Long Range Goals

The OIEP and BIA Goals 2000 Panel have developed the following goals and benchmarks:

- * By the year 2011, 100% of students in BIA funded schools will be proficient or advanced in mathematics and language arts when assessed at three grade levels in regard to their learning of the new, more challenging content outlined in the national or state standards.
- * One hundred percent of the BIA funded schools will provide instruction based on challenging math and language arts content standards in school year 1997-98.
- * One hundred percent of the BIA funded schools will have adopted challenging content standards in all core areas by the year 2000. These standards will include Indian culture and language content.
- * By the year 2000, 100% of BIA funded schools will have valid and reliable authentic assessment systems in place for reading/language arts and math at a minimum. The systems will be aligned with the schools' content and performance standards and curricula.
- * In school year 1996-1997 the average daily attendance rate for BIA funded schools was 90%. By the year 2000, it will be 94% or higher.
- * In school year 1996-1997, the dropout rate was determined to be 13%. By the year 2000, it will be 10% or lower.
- * In school year 1996-1997, schools retained 94% of their October student count enrollment number from then until the end of the school year. By the year 2000, it will be 98% or higher.
- * By the year 2000, 100% of BIA funded schools will have restructured time, staff and resources as outlined in their Consolidated School Reform Plans.
- * By the year 2000, all students in BIA funded schools will have access to computers for instructional activities and will have access to information via the Internet.
- * By the year 2000, all BIA funded schools will have an increased emphasis on early childhood education and parent literacy evidenced by refocusing resources, coordinating with existing programs, and providing improved services to parents and children in early grades.
- * One hundred percent of BIA funded schools will have implemented comprehensive staff development plans beginning in the 1997-1998 school year.

* All teachers in BIA funded schools will be trained in the appropriate assessment system so that it can be implemented in the year 2000.

* In 1997, 85% of students in BIA funded high schools reported having drunk alcohol. By reducing the rate by 5% each year, it will be 70% or lower by the year 2000.

* In 1997, 78% of students in BIA funded high schools reported having used marijuana. By reducing this rate by 5% each year, it will be 63% or lower by the year 2000.

* In 1997, 93% of students in BIA funded high schools reported having smoked cigarettes. By reducing this rate by 5% each year, it will be 78% or lower by the year 2000.

* In 1997, 44% of students in BIA funded high schools reported having been in a physical fight during the year. By reducing this rate by 5% each year, it will be 29% or lower by the year 2000.

* In 1997, 25% of students in BIA funded high schools reported having carried a weapon during the previous 30 days. By reducing this rate by 3% each year, it will be 16% or lower by 2000.

* By the year 2000, 100% of schools will meet their yearly local goals for reducing substance abuse and violence incidents.



The GOALS 2000 Panel Members are:

Dr. Roger Bordeaux, Goals 2000 Chairman
Association of Community Tribal Schools
605-698-3953

Raphael Martin
Navajo Area School Boards Association
520-871-5225

Lorraine Edmo,
National Indian Education Association
703-838-2870

Joann Sebastian Morris, Director
BIA/Office of Indian Education Programs
202-202-208-6123

Dr. David Beaulieu, Director
U. S. Dept. Of Education
202-260-1441

Rick Drennen
National Federation of Federal Employees
520-871-6000

Patrick Baxstrom
National Indian Educators Federation
602-636-3451

Carmen Cornelius Taylor
Goals 2000 Vice-Chairperson
National Indian School Board Association
406-883-3603

Charles Geboe
BIA/Office of Indian Education Programs
202-208-4040

Dr. Sandra Fox
BIA/Office of Indian Education Programs
202-273-2339

Dr. Cherie Farlee
Cheyenne River Agency
605-964-8722

Rex Jim
Association of Navajo Contract Community
School Boards
505-786-5237

Elmer Guy, Designee for President
Navajo Nation
520-871-6000

Randy Plume, Designee for President
Oglala Sioux Tribe
605-867-5949

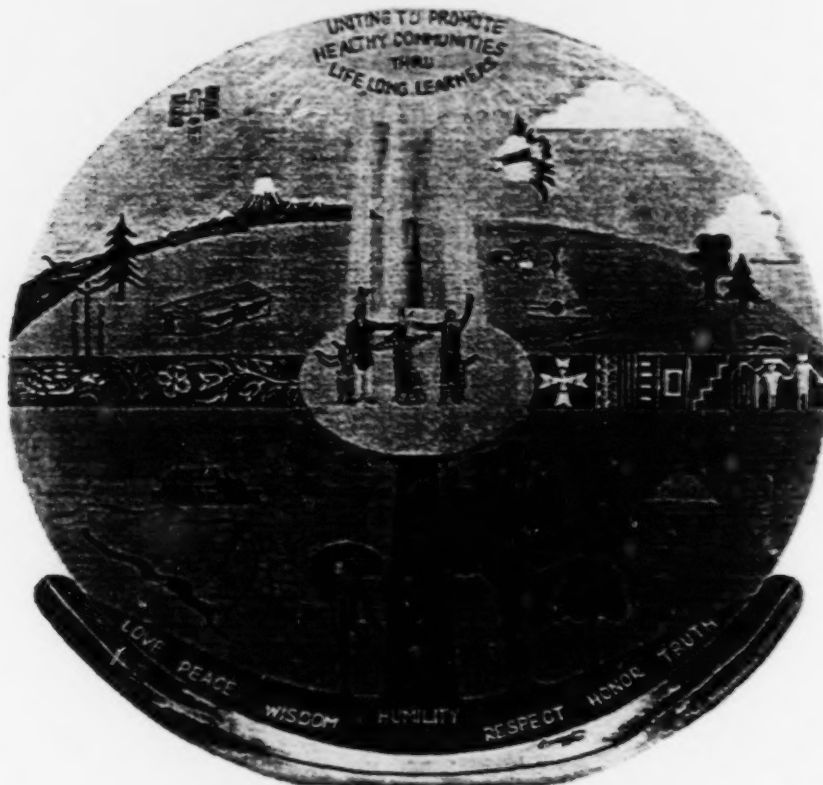
Dr. Rick St. Germaine, Designee for
Tribal Chairman, Lac Courte Oreilles
Governing Board
715-836-4379



The Goals 2000 Panel approved the following preamble to the Bureau's state plan:

The state plan established by the panel under P.L. 103-227 will never purposely infringe on the:

- 1. Government to Government relationships between the United States and Indian Nations;*
- 2. On the treaty rights of Indian Nations;*
- 3. We firmly believe that the education of Indians is a treaty obligation and a Federal trust responsibility;*
- 4. That the responsibility for education of Indians is not reserved to the states, but to the respective tribes, and*
- 5. That language and culture are the central organizing themes of Indian Education and must be the foundation of any school reform movement of Indian America.*



Students

In SY 1997, there are 50,373 students being served in K-12 basic instructional programs in Bureau funded schools. This includes students served in dormitory programs who attend public schools. This total reflects an increase of 2.3% in the number of students served from last school year or 1,160 more students.

There are 10,445 students in residential programs funded by the BIA. **This represents 21% of the total student population served by the BIA.**

In post-secondary programs, **there are approximately 25,000 students served at BIA funded tribally controlled community colleges and universities. In the two BIA operated post secondary institutions, there are 1,501 full time students.**

Schools

In 1998, there are 77 elementary and secondary schools operated by the BIA. There are 108 elementary and secondary schools funded by the BIA which tribes operate under contract or grants. These 185 schools/dorms (elementary and secondary) are located on 63 reservations in 23 states.

In 1998, the BIA operated 5 peripheral dormitories on reservations. Peripheral dormitories are established on reservations for Indian students who attend nearby public schools. There are 9 peripheral dormitories which are Bureau funded and tribally operated under contracts or grants.

The BIA funds 7 off-reservation boarding schools. The BIA operates 4 of the schools and 3 are tribally operated by contracts.

The BIA funds 25 tribally controlled community colleges and operates 2: Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

There are approximately **5,000** teachers, administrators, counselors, and support personnel in the BIA school system.

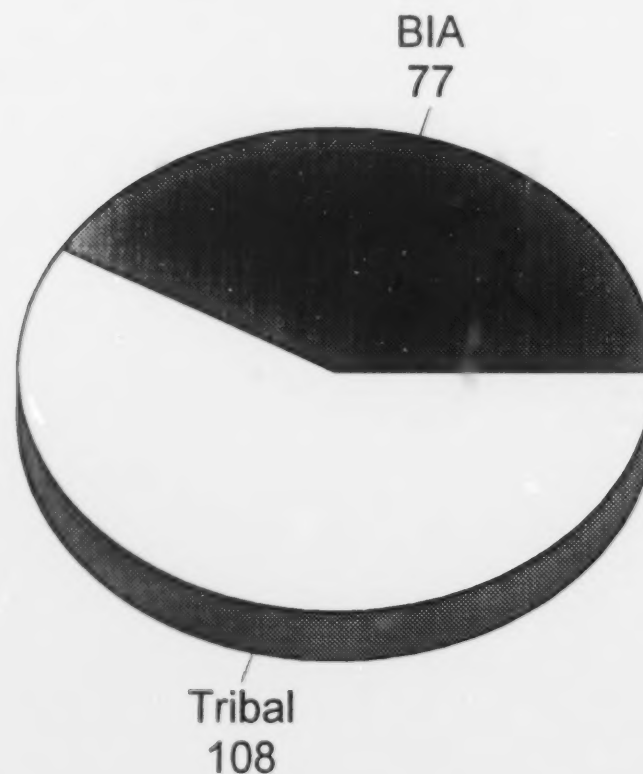
There are approximately **2,115** educational facilities maintained by the BIA which include multiple buildings on school property and including living quarters provided to teachers and/or administrators.

BIA FUNDED SCHOOLS/DORMS

BIA Operated/Tribally Controlled



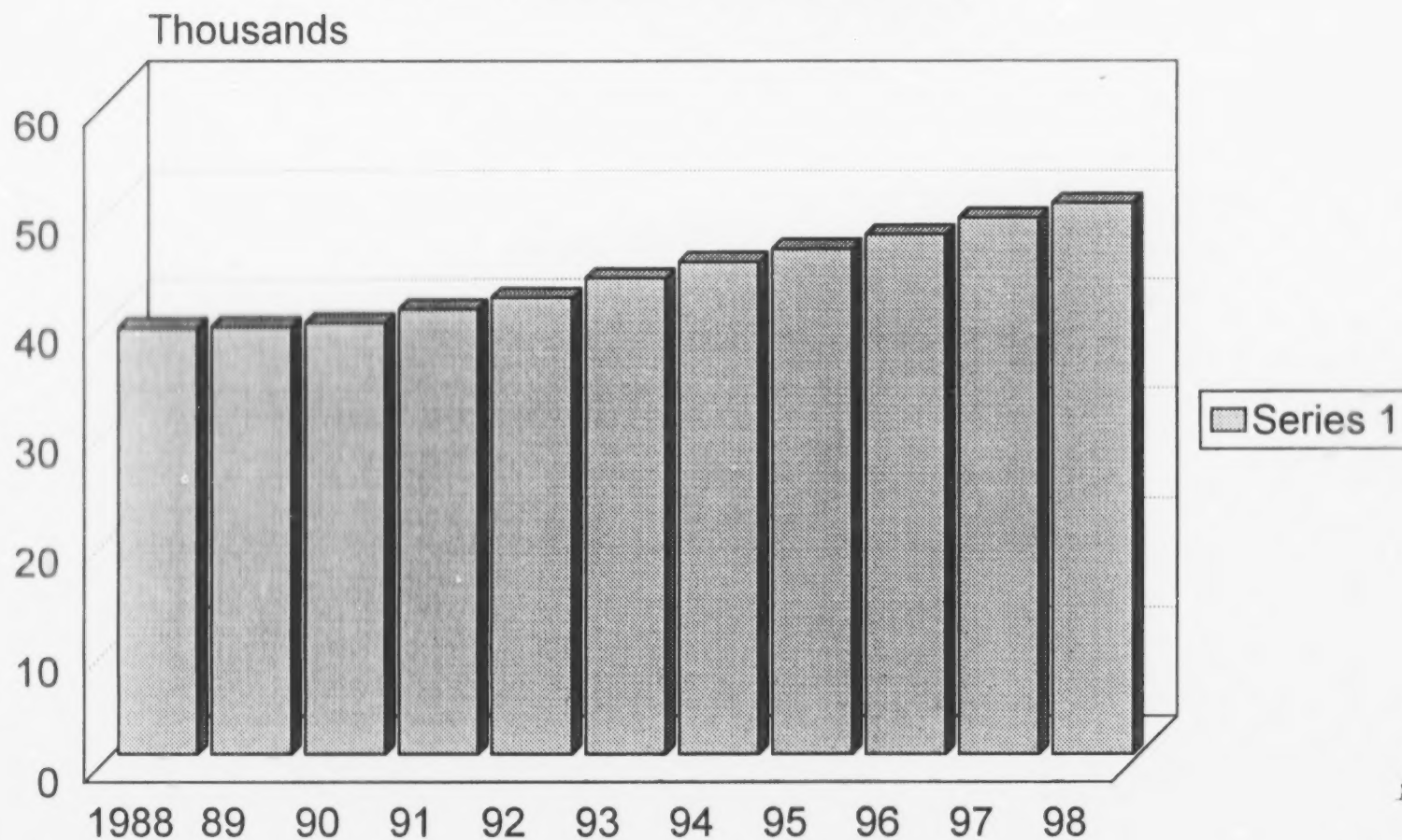
1988 Total Schools = 182



1998 Total Schools = 185

STUDENT ENROLLMENT

Student Growth Over The Past 10 Years (From 38,834 To 50,373)

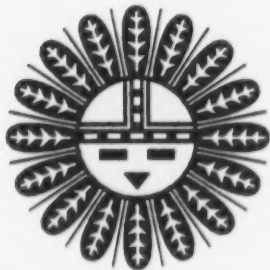


Schools up 1.3% and Students up 13%

EDUCATION LINE OFFICES

The Office of Indian Education Programs has 23 Education Line Officers located in 24 agency/area offices for education across the country. These Education Line Officers have direct line authority and supervision responsibility over 77 Bureau operated schools and provide technical assistance to the remaining 108. The Education Line Officers, agency/area offices and schools are listed below.

Bob Pringle	Anchorage Field Office 907-271-4115	Liaison with all schools which became state operated schools in 1985.
Larry Parker	Billings Area Office 406-657-6375	Blackfeet Dormitory, Busby and St. Stephens Indian School
Dr. Cherie Farlee	Cheyenne River Agency 605-964-8722	Cheyenne-Eagle Butte, Pierre Indian Learning Center, Takini, and Tiospaye Topa School
Beverly Crawford	Chinle Agency 602-674-5131	Black Mesa Community, Chinle Boarding, Cottonwood Day, Low Mountain, Lukachukai Boarding, Many Farms, Nazlini Boarding, Pinon Dormitory, Rock Point Community, and Rough Rock Demonstration School
Dan Shroyer	Crow Creek/Lower Brule Agency 605-473-5531	Crow Creek Reservation, Ft. Thompson, Lower Brule, Enemy Swim Day and Tiospa Zina Tribal
Larry Holman	Eastern Navajo 505-786-6150	Alamo Navajo, Baca Community, Bread Springs Day, Chi ch il Tah/Jones Ranch Crownpoint Community, Dibeyazhi Habitiin Olta, Dlo'ay Azhi Community, Dzilh Na O Dith Hle, Huerfano Dormitory, Lake Valley Navajo, Mariano Lake Community, Na'Neeizhiin Ji'Olta, Ojo Encino Day, Pueblo Pintado Community, Standing Rock Community, To'Hajiilee-He, Wingate Elementary and Wingate High



Lavonna Weller

Eastern States Agency
703-235-3233

Ahfachkee Day, Beatrice Rafferty,
Boque Chitto, Cherokee
Elementary, Cherokee Central
High School, Chitimacha Day,
Choctaw Central High School,
Choctaw Central Middle School,
Conehatta Elementary, Indian
Island School, Indian Township
School, Miccosukee Indian School,
Red Water Elementary, Standing
Pine Elementary and Tucker
Elementary

Ray Interpreter

Ft. Apache Agency
520-338-5441

Cibecue Community School, John
F. Kennedy Day and Theodore
Roosevelt School

Charles Johnson

Ft. Defiance Agency
520-729-7251

Ch' ooshgai Community School,
Crystal Boarding, Dilcon
Boarding, Greasewood, Holbrook
Dormitory, Hunters Point
Boarding, Kinlichee Boarding,
Pine Springs Boarding, Seba
Dalkai Boarding, Wide Ruins
Boarding and Winslow Dormitory

John Wahnee

Hopi Agency
520-738-2262

Havasupai, Hopi Day, Hopi High,
Hotevilla Bacavi Community,
Keams Canyon Boarding,
Moencopi Day, Polacca Day and
Second Mesa Day

Terry Portra

Minneapolis Area Office
612-373-1000 ext.1091

Bug-O-Nay-Ge-Shig, Bahweting
Ojibwa School, Circle of Life
Survival School, Circle of Nations,
Flandreau Indian School, Fond
du Lac Ojibway, Hannahville
Indian School, Lac Courte
Oreilles, Menominee Tribal
School, Nay Ah Shing and Oneida
Tribal School



Kevin Skenandore	Northern Pueblos Agency 505-753-1465	Jicarilla Dormitory, San Ildefonso Day, San Juan Day, Santa Clara Day, Santa Fe Indian School, Taos Day and Tesuque Day
Joy Martin	Okahoma Area Office 405-945-6051	Carter Seminary, Eufaula Dormitory, Jones Academy, Kickapoo Nation School, Riverside Indian School and Sequoyah High
Joe Frazier	Papago Agency 520-383-3292	San Simon, Santa Rosa Boarding, Santa Rosa Ranch and Tohono O'Odham High School
Vacant	Pima Agency 602-379-3944	Blackwater Community, Casa Blanca Day, Gila Crossing Day and Salt River Day School
Norma Tibbitts	Pine Ridge Agency 605-867-1306	American Horse, Crazy Horse, Little Wound Day, Loneman Day, Pine Ridge, Porcupine Day and Wounded Knee School
John Reimer	Portland Area Office 503-872-2745	Chief Leschi, Chemawa Indian School, Coeur D'Alene Tribal, Lummi High, Lummi Tribal School, Muckleshoot Tribal, Paschal Sherman Indian School, Quileute Tribal School, Sho-Ban School, Two Eagle River School, Wa-He-Lut Indian School and Yakama Tribal School
Neva Sherwood	Rosebud Agency 605-856-4478	Marty Indian School, Rosebud Dormitory and St. Francis Indian
Fayette Babby	Sacramento Area Office 916-979-2560 ext.234	Duckwater Shoshone, Noli School, Pyramid Lake High and Sherman Indian High School

Lester Hudson

Shiprock Agency
505-368-3400

Aneth Community School,
Atsa'Biya A Zh Community
School, Aztec Dormitory,
Beclabito Day, Cove Day,
Navajo Preparatory, Nenahnezad
Boarding, Red Rock Day School,
Sanostee Day, Shiprock
Reservation Dormitory, Shiprock
Alternative Kindergarten and
High School, T'iis Naz'Bas
Boarding and Tohaali

Dr. Ben Atencio

Southern Pueblos Agency
505-766-3034

Isleta Elementary, Jemez Day,
Mescalero, Pine Hill School, San
Felipe Pueblo Elementary, Sky
City Community, Zia Day,
Laguna Elementary and Laguna
Middle School

Emmett White
Temple

Standing Rock Agency
701-854-3497

Little Eagle Day, Rock Creek Day,
Standing Rock Community,
Theodore Jamerson Elementary
and Tate Topa Tribal School

Dr. Loretta DeLong

Turtle Mt. Agency
701-477-3463

Dunseith Day, Mandaree Day,
Ojibwa Indian School, Turtle Mt.
Elementary, Turtle Mt. Middle
School, Turtle Mt. High School,
Twin Buttes Day, White Shield
School and Trenton School

Andrew Tah

Western Navajo Agency
520-283-2218



Chichinbeto Day, Dennehotso
Boarding, Flagstaff Dormitory,
Greyhills High, Kaibeto Boarding,
Kayenta Boarding, Leupp, Little
Singer Community, Navajo
Mountain Boarding, Richfield
Dormitory, Rocky Ridge Boarding
School, Shonto Boarding, Tonalea,
and Tuba City Boarding School

DIVISION OF EDUCATION PROGRAMS

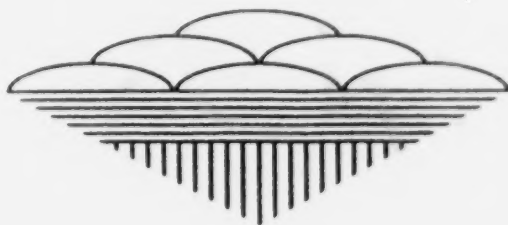
In addition to the regular curriculum offered to K-12 students in BIA funded schools, there are additional programs provided to enrich and/or support student academic achievement. These programs are administered by the Division of Education and three teams within the Division. To better facilitate the administration of these programs, mission statements have been developed by the Division and the teams as follows.

The Division of Education Programs is responsible for assisting with the implementation of the policies, plans, regulations, and guidelines of the Office of Indian Education Programs. The primary mission of the Division of Education, in accordance with 25 USC and 25 CFR, is to provide technical assistance and training to promote quality education opportunities from early childhood through high school to Bureau funded schools and residential programs. Further, the Division of Education is to serve as an advocate for all Indian children through the Johnson-O'Malley Program and through the tribally operated preschool programs for children who are disabled, and to serve adults through Post Secondary, Higher Education and Adult Education Programs.

School Reform Teams

The mission of the School Reform Teams is to facilitate and provide technical assistance to schools in their local reform efforts with particular emphasis on and expertise in the programs legislated through the Goals 2000: Educate America Act and the Improving America's Schools Act. Through guidance and collaboration with the OIEP School Reform Teams, schools will be able to provide high standards, high expectations and expanded opportunities for all children in pre-school through high school to succeed academically. Upon high school graduation, these students will have the skills and abilities needed to successfully continue their education, or enter into productive employment.

For further information about any of the following programs contact the School Reform Team Leaders: Charles Geboe on 202-208-6020 or Dr. Sandra Fox on 202-273-2339.



Helping Disadvantaged Children Meet High Standards -Title I

Title I funding enables schools to provide opportunities for all children served to acquire the knowledge and skills contained in the challenging new content standards and to meet challenging performance standards. This program, as well as Titles II, IV, VII and IX, are authorized under the Improving America's School Act of 1994. Bureau funded schools use their Title I funding to improve and reform their entire school program. Each school conducts a comprehensive needs assessment to determine how best to improve and address the academic needs of their students. The needs assessment provides important information needed for the development and updating of their Consolidated School Reform Plan. The Consolidated School Reform Plan provides detailed program and budget information about all funding available to their school, including Titles I, II, IV, VII, and IX.

Title I funds may be used to develop a Schoolwide Project or as a Targeted Assistance project, which targets only a select group of students. Currently, all Bureau funded schools are Schoolwide projects.

Dwight D. Eisenhower Professional Development Program - Title II

Title II funding is designed to enable schools to provide for the professional development of teachers, administrators and other appropriate school staff to improve the teaching and learning of all students. The professional development should be aligned to challenging content standards and challenging student performance standards in the core academic subjects. Professional development should incorporate effective strategies, techniques, methods and practices for meeting the educational needs of all students within the school and described within the Consolidated School Reform Plan. Professional development should be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Safe and Drug-Free Schools and Communities - Title IV

Title IV funds support programs to meet the seventh National Education Goal by preventing violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco and drugs; that involve parents; and that are coordinated with related community efforts. All Bureau funded schools provide students in grades K-12 with violence and drug prevention education, early intervention and rehabilitation referral. These activities are outlined in each school's Consolidated School Reform Plan.

The following 15 schools received additional Title IV funding to implement Comprehensive School Health programs:

Chemawa Indian School, Choctaw Central, Circle of Nations School, John F. Kennedy Day School, Jones Academy, Kickapoo Nation School, Pierre Indian Learning Center, Pine Ridge Indian School, Riverside Indian School, Second Mesa Day School, Sherman Indian High School, St. Stephens Indian School, Tohono O'odham High School, Wingate Elementary School and Wingate High School.

Bilingual Education, Language Enhancement, and Language Acquisition Programs - Title VII

Title VII is a discretionary program awarded on a competitive basis by the U. S. Department of Education. The purpose is to educate limited English proficient children and youth to meet the same rigorous standards for academic performance expected of all children and youth by implementing special alternative instruction and strategies, promoting multicultural understanding and strengthening the professional training of educational personnel who work with limited English proficient students. **In 1998, there were two Bureau funded schools implementing a Title VII program: Wide Ruins Boarding School and Na'Neelzhiin Ji'Olta.**

Bilingual program funds are also provided by the Bureau to serve identified students who have limited English proficiency to improve their ability to read, write, speak, and understand English. **In SY 97, there were 27,964 students identified and served in Bilingual programs Bureau wide.**

Indian, Alaska Native and Native Hawaiian Education -Title IX

Title IX provides for the culturally related academic needs of Indian students in grades K-12 enrolled in public, private and Bureau funded schools. Title IX is an entitlement program based on a state by state formula which is administered by the U. S. Department of Education. **In 1998, there were 72 BIA operated schools implementing Title IX programs.** Many contract and grant schools also implement Title IX programs.

The following page provides state by state information on Title IX projects and names of staff members at the Office of Indian Education (OIE) which is located within the U. S. Department of Education. Dr. David Beaulieu is the OIE Director and can be reached for further information by calling 202-260-3774.

Distribution of Indian Education Formula Grant Projects Fiscal Year 1997



BEST COPY AVAILABLE

Stewart B. McKinney Homeless Assistance Act - Subtitle B - Education for Homeless Children and Youth

The Stewart B. McKinney Homeless Assistance Act funds are appropriated to provide special assistance to identified homeless students. **In 1998, Pierre Indian Learning Center, Circle of Nations School, Riverside Indian School and Santa Rosa Boarding School received funding to provide for the special needs of homeless students.**

Gifted and Talented

Guidelines for determining students classified as gifted and talented currently state that such students will demonstrate skills in the 5% of their age level in one or more of the following: critical thinking, creativity, intelligence, academic aptitude, and leadership. Also, students may be determined to be gifted and talented if they demonstrate skills in the top 10% of their age level in two or more of the above-stated six areas. **In SY 1997-98, 7,507 students were identified and served in Bureau funded Gifted and Talented programs.**

However, it should be emphasized that OIEP, through our school reform efforts, is encouraging and providing technical assistance to schools to provide high academic standards, high expectations, and challenging curriculum and activities for **all** students.



Special Projects Team and Exceptional Education

The role of the Special Projects Team is to promote and provide opportunities and programs outside of those legislated by the Improving America's Schools Act for children and adults enrolled in Bureau funded schools and institutions. The mission of Exceptional Education is to assure that Indian children with disabilities, who are between the ages of 5-22 and are enrolled in Bureau funded schools, have available to them a free appropriate education in the least restrictive environment in accordance with an Individual Education Program. This mission includes: monitoring to assure the rights of the children with disabilities and their parents or guardians are protected; providing technical assistance to enhance the education of all children with disabilities; and assessing the effectiveness of efforts to educate children with disabilities.

Exceptional Education

Exceptional Education provides special education programs and related services designed to meet the special needs of children ages 5-22 with disabilities. **In SY 1997-98, 9,785 students with disabilities were served.** Those children with severe disabilities requiring residential care are also provided services through contracts with state or private institutions. **In 1998, 487 students received residential services.**

Exceptional Education also provides programs for Gifted and Talented students in grades K-12. Exceptional Education participates in the Very Special Arts Festival which is facilitated by the Kennedy Foundation. In 1998, the Very Special Arts Festival was held in Oklahoma City, OK. **Over 1000 students with disabilities representing Bureau funded schools from across the nation participated.**

For further information, contact Dr. Angelita Felix on 202-208-5037.

Family and Child Education

The Family and Child Education (FACE) program is a family literacy program that serves children 0-5 and their parents. The program implements 4 components: early childhood, parent and child time, parenting skills, and adult education in two settings; the home and a center provided by the school. Technical assistance to implement this unique program is provided through a partnership with Parents As Teachers, the National Center for Family Literacy and the High/Scope Foundation. **In 1998, the following 22 Bureau funded schools provided this program and served approximately 1,800 families.**

For further information, contact FACE Coordinator, Lana Shaughnessy on 202-208-3601.

**Alamo Navajo - Atsa' Bi'yaazh Community - Blackwater Community -
Chi Chil'Tah/Jones Ranch - Chief Leschi - Chinle Boarding - Ch'ooshgai
Community - Conehatta Elementary - Crownpoint Community - Fond du Lac
Ojibwe - Hannahville Indian School - Kickapoo Nation School - Lac Courte Oreilles
Ojibwa - Little Singer Community - Na' neelzhinn Ji'olta - Pine Hills School -
Rough Rock Demonstration School - Takini - T'iis Nazbas Community - Tohaali
Community - To'hajiilee-He - Wingate Elementary**

For further information, contact FACE Coordinator, Lana Shaughnessy on 202-208-3601.

School to Work

The School to Work Opportunities Program is a discretionary program made available through the Department of Education and the Department of Labor. The School to Work Indian Program requires a direct application to the Department of Labor. A Bureau funded school or college must be a partner in an Indian School to Work project. In 1997, the 24 Bureau funded schools listed below were awarded a School to Work Indian grant or were partners to a grantee. There projects will be funded through the year 2000. At the time of this printing, the National School to Work Opportunities Office had not solicited for 1998 School to Work Indian Grants. The currently funded projects were awarded in two categories: Implementation and Developmental. **Bureau funded schools involved in Implementation grants are:**

**Alamo Navajo Community School - Aneth Community School - Chemawa Indian School -
Chief Leschi School - Lac Courte Oreilles Ojibwa School - Little Singer Community
School - Many Farms High School - Navajo Mt. Boarding School - Nay Ay Shing School -
Riverside Indian School - Rough Rock Demonstration School - Seba Dalkai Boarding
School - To'Hajiilee Community School - Wingate High School - Yakima Tribal School.**

Schools involved in Developmental Grants are:

**Cherokee Central School - Dunseith Day - Flandreau Indian School - Gila Crossing Day
School - Hannahville Indian School - Ojibwa Indian School - St. Stephens Indian School -
Tohono O'odham High School - Turtle Mountain Elementary, Middle and High Schools.**

These programs strengthen the connection between school and work, and the relationship between school and the community. The programs promote Indian entrepreneurship. The desired outcome is that students attending Bureau funded schools who are participating in the School to Work program will gain the skills and knowledge to successfully compete in the business community, enhance the local economy, and/or gain admission to and complete a post-secondary academic or vocational/technical program.

For further information, contact Lana Shaughnessy on 202-208-3601 or Amy Bennett at the National School to Work Opportunities Office on 202-401-6226.

Johnson-O'Malley

Johnson-O'Malley (JOM) programs provide assistance to public schools to meet the unique needs of Indian students. The JOM program is administered by the BIA through contracts with tribes, tribal organizations, public school districts, and State Departments of Education. **In 1998, the JOM program funds were distributed through the Tribal Priority Allocation portion of the Tribal Budget system, as directed by the U. S. Congress. The following two pages illustrate the number of students participating in JOM and the funding levels of the past ten years.**

For further information, contact Garry Martin at 202-208-3478.

Higher Education Grant Program

The Higher Education Grant Program provides grants to Indian students to work toward an undergraduate degree. Students must apply and gain admission to an accredited college or university. **In 1998, over 12,300 students requested Higher Education grants and, of these, 9,800 were awarded grants.** The average grant award was \$3,000.

For further information, contact Garry Martin on 202-208-3478.

Special Higher Education Grant Program

The Special Higher Education Grant Program provides funds to Indian students to pursue a graduate degree. Students must apply and gain admission to an accredited college or university graduate school program. This program is contracted to the American Indian Graduate Center (AIGC). **In 1998, 321 students received grants from this program.** The average grant award was \$3,171.

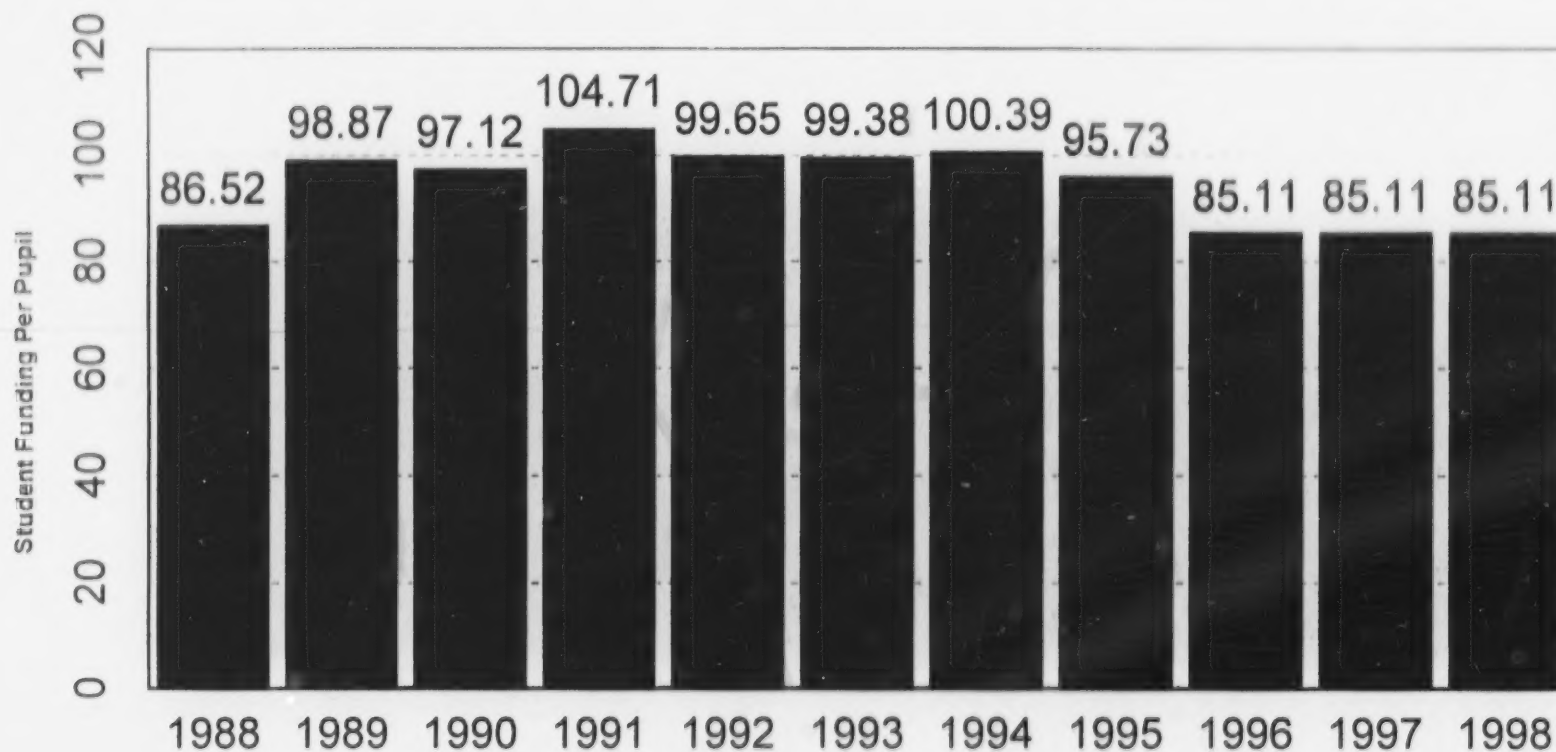
For further information, contact Hilton Queton, AIGC Executive Director, at (505) 881-4584 or Garry Martin at OIEP at 202-208-3478.

Adult Education Program

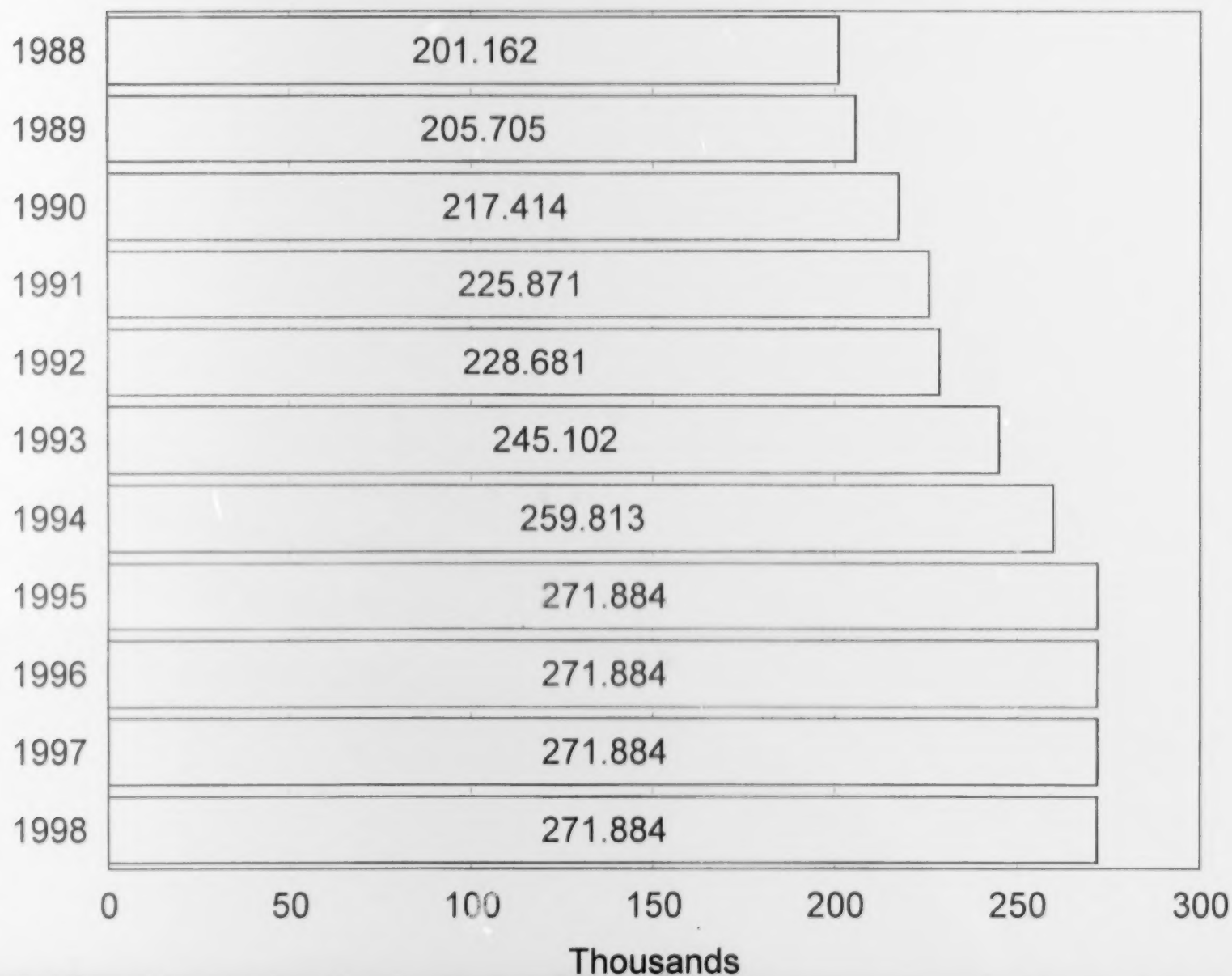
The Adult Education program provides assistance to eligible Indian adults to acquire the basic educational skills necessary for literate functioning, to enable them to benefit from job training, and to continue their education to at least the level of completion of secondary school or equivalent certification. **In 1998, 15,000 Indian adults participated in this program.**

For further information, contact Garry Martin at 202-208-3478.

National Johnson-O'Malley Annual Student Funding



National Johnson-O'Malley Program - Annual Student Count



Summer Law Program

The **Summer Law Program** provides funding for **25 Indian students** who have been accepted to an accredited law school to participate in a summer institute which will prepare them for the first year of law school. This program is contracted to the National Indian Law Center (NILC) at the University of New Mexico School of Law.

For further information, contact Phillip Deloria, NILC Executive Director, at 505-277-5462 or Garry Martin, at OIEP on 202-208-3478.

Tribally Controlled Community Colleges Universities

Located on or near Indian reservations are the 30 tribal colleges/universities listed below. These institutions provide an opportunity for Indian students to participate in vocational, technical, two-year, four-year, and graduate programs. In 1995 the colleges organized under the American Indian Higher Education Consortium (AIHEC) which serves to facilitate access to resources needed for their continued development. On October 19, 1996 President Clinton signed Executive Order 13021 on Tribal Colleges and Universities. In part, the intent of the Executive Order is to encourage all federal agencies to partner with these invaluable post-secondary institutions. OIEP funds 26 of these colleges and operates two. **In 1998, approximately 30,000 students continued their education at one of these colleges.**

Bay Mills Community College
Brimley, MI

Blackfeet Community College
Browning, MT

Cheyenne River Community College
Eagle Butte, SD

College of the Menominee Nation
Keshena, WI

Crownpoint Institute of Technology
Crownpoint, NM

D-Q University
Davis, CA

Dine Community College
Tsaile, AZ

Dull Knife Community College
Lame Deer, MT

Fond du Lac Tribal Community College
Cloquet, MN

Ft. Belknap Community College
Harlem, MT

Ft. Berthold Community College
New Town, ND

Ft. Peck Community College
Poplar, MT

Haskell Indian Nations University
Lawrence, KS

Institute of American Indian Arts
Santa Fe, NM

Lac Courte Oreilles Ojibwa College
Hayward, WI

Leech Lake Tribal College
Cass Lake, MN

Little Horn Community College
Crow Agency, MT

Little Hoop Community College
Ft. Totten, ND

Nebraska Indian Community College
Winnebago, NE

Northwest Indian College
Bellingham, WA

Oglala Lakota Community College
Kyle, SD

Salish Kootenai College
Pablo, MT

Sinte Gleska University
Rosebud, SD

Sisseton-Wahpeton Community
Sisseton, SD

Southwest Indian Polytechnic Institute
Albuquerque, NM

Standing Rock Community
Ft. Yates, ND

Stone Child College Box
Elder, MT

Turtle Mountain Community College
Belcourt, ND

United Tribes Technical College
Bismark, ND



For information about AIHEC, contact Executive Director, Veronica Gonzales on 703-838-0400. For information about the White House Initiative Office implementing the Executive Order, contact Director, Carrie Billy on 202-260-5714. For information about the 26 Bureau funded colleges, contact Garry Martin on 202-208-3478.

DIVISION OF PLANNING, OVERSIGHT AND EVALUATION

The Division of Planning, Oversight and Evaluation is responsible for the development of a long range education planning process from which educational plans, policies, programs and standards can be derived. It is responsible for ensuring the development and use of data bases, forecasts, trend analyses and research in preparation for long range policy and program plans.

Branch of Planning

The Branch of Planning is responsible for the development of long-range educational planning and making recommendations for educational policy. The Branch advises the Director on priorities for OIEP based on analysis of data, national trends and emerging needs in Indian education.

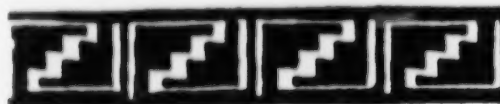
The passage of P.L. 103-62, the Government Performance and Results Act of 1993 (GPRA) requires all federal agencies to establish long range goals for their programs and to formalize the strategic planning process. During FY 1997, the OIEP drafted a five-year strategic plan, which contains long range strategic education goals and objectives. The OIEP used several different data sources in developing the draft OIEP Strategic Plan. The first source of information on Indian education goal development came from the many regional Tribal consultation meetings held across Indian country during the mid-1990s.

A second major source of planning information came during implementation of the Goals 2000: Educate America Act and Improving America's Schools Act of 1994 within Bureau funded schools. A third source of information came from a vision and strategic planning meeting held in Washington, D. C. in December, 1996. In preparation for the December meeting, all Education Line Officers surveyed the tribes and school boards in their respective areas. This tribal input was used during the December meeting in establishing an OIEP vision statement, long term goals and objectives, and schedules of tasks to be completed to meet all the objectives.

The December draft OIEP Strategic Plan was developed and distributed to the Education Line Officers in January, 1997 for further consultation with tribes, school boards, parents, and other interested parties. The final plan was submitted to OMB in August, 1997, and to the US Congress in September 1997.

During the OIEP vision and strategic planning meeting in December, 1996, the following vision statement was adopted:

**Uniting to promote healthy Indian communities
through lifelong learning**



Also, OIEP developed the following five strategic goals:

- * **Improve and Support Communications**
- * **Recognize and Support Tribal Sovereignty and Facilitate the Implementation of Local Tribal control.**
- * **Promote the Love of Lifelong Learning**
- * **Ensure Postsecondary Opportunities for All Federally Recognized Tribes**
- * **Implement All Education Laws for the Benefit of all Federally Recognized Tribes**



The Branch of Planning is also responsible for initiating and conducting regional tribal consultation meetings across Indian country. Input from tribes and schools is gathered to impact the future directions and plans for OIEP.

In 1998 the following items/topics were presented in 12 different locations across Indian country:

**Facilities Management Reorganization
Facilities Data Base Redesign
Reorganization of OIEP
Indian School Equalization Program (ISEP) Funds Transfer
OIEP: Draft School Technology Plan
Exceptional Education ISEP Distribution**

Additional information concerning the status of consultation items and requests for Tribal Consultation Booklets should be directed to Keener Cobb by phone on 202-208-3550 or fax on 202-273-0030. The Branch of Planning email address is OIEPCONS@IOS.DOI.GOV

Branch of Research and Policy Analysis

The Branch of Research and Policy Analysis is responsible for the design and implementation of surveys, studies, policy development and legislative reviews. Most recently, the Branch oversaw a study on the ISEP formula which was required by P.L. 103-227, Goals 2000: Educate America Act, as amended by P.L. 103-382, Improving America's School Act.

During 1998, the Branch will complete data entry and analysis of the data from the FY 1997 Consolidated School Reform Plan Annual Reports submitted by all Bureau funded schools. The FY 1997 report will collect school level data needed to meet the requirement of Public Law 103-227, Goals 2000: Educate America Act, and include school progress toward implementing new challenging content standards; student average daily attendance, dropouts, retention rates, and student achievement in grades 4, 8, and 12. This information is also used by the Bureau in updating and maintaining a system wide database of vital school information useful for identifying problem areas, deficiencies, needs and for budget justification(s).

This Branch collects and files relevant educational data and research material and, therefore, also serves as a modest repository of selected studies and other material relative to Indian and Native education from local communities, tribal entities, state agencies and other federal agencies.

During 1998, the Branch coordinated the development and issuance of the FY 1996 and FY 1997 OIEP Annual Education Report to the Congress as required under P.L. 95-561. This report, summarizing the status and accomplishments of all the programs funded by the BIA, is mailed to all schools, tribes and villages, area and agency offices and is available upon request.

The Branch serves as a point of coordination between and among OIEP Offices and the Office of Congressional and Legislative Affairs relative to the review, analysis, comment and amendments to Congressional legislation pertaining to education.

The Branch is responsible for tracking the financial auditing process conducted on Bureau funded schools as required by OMB Circular A-133.

For further information about the Branch of Research and Policy Analysis, contact Mr. Dalton Henry or Dr. James Martin on 202-208-3550.



Recognition Programs

Since 1986, OIEP has participated in the Blue Ribbon School Recognition Program. This is a national recognition program that identifies and recognizes those elementary, middle, and secondary schools, both public and private, that provide outstanding academic programs to students. **OIEP has had eight schools receive national recognition as Blue Ribbon Schools.** The eight Blue Ribbon schools are: **Santa Fe Indian School, Dzilth-na-o-dith-hle School, Cherokee Elementary, Cherokee High School, Santa Clara Day, Sky City Community School, St. Stephens Indian School and Bug-O-Nay-Ge-Shig.**

OIEP has participated in national recognition of Chapter 1/Title 1 programs since 1986. **There have been 26 Bureau funded schools identified as implementing Exemplary/Distinguished School programs.**

OIEP participates in the **Presidential Academic Fitness Awards Program** which honors students from the fourth grade elementary, middle, and high school grade levels for attaining outstanding academic achievement and/or improvement. Personalized certificates signed by the President are given to each qualified student at a special awards ceremony conducted at their school. **In 1998, 567 students received Educational Excellence Awards and 468 students received Academic Improvement Awards.**

OIEP has recognized annually a Principal and Teacher of the Year. In 1994, OIEP expanded the recognition to include the Education Line Officer, School Staff, Dormitory/Residential Staff and Community Person of the Year. **In 1998, Dr. Cherie Farlee of Cheyenne River Agency was recognized as the OIEP Education Line Officer of the Year.** At the time of this printing, the individuals for the other categories had not been selectetd.

Begining in 1997, OIEP recognized outstanding efforts and service provided by Family and Child Education (FACE) programs which are implemented in 22 Bureau funded schools. As a tribute to the first OIEP FACE Coordinator, the award was named the **Patsy Jones Most Improved FACE Program Award.** **In 1997, the recipient was Shiprock Alternative School. In 1998, Pine Hills School was selected for this special recognition.**

Michelle Calabaza, a parent participating in the OIEP FACE program at Blackwater Community School was recognized by the National Center for Family Literacy (NCFL) as an essay winner and asked to present her literacy story and accomplishments at the annual NCFL Conference held in Louisville, KY, in April, 1998.

The National Council of Teachers of English recognized Principal Bill Walters of Gila Crossing School, a Bureau funded school located in Laveen, AZ with the 1998 Award for Leadership in Language Arts Instruction.

OIEP Staff Development Programs

The Principals Leadership Academy provides training for new and continuing principals. All elementary and secondary school principals have been provided training in leadership skills, administration, policy, and procedures used in BIA schools. The Academy has been administered by the National Indian School Board Association (NISBA).

The BIA has contracted with NISBA to train school board members. Regional workshops are conducted annually with expenses paid for two members of a school board to attend. Teachers, administrators, students and parents also attend these workshops.

For further information, contact Carmen Cornelius Taylor NISBA Executive Director on 406-675-4800 ext. 203.

Training for Outdoor Adventure Based Counseling is available through the Eastern Navajo Agency's Mountain High Program located at Wingate High School in Ft. Wingate, NM. The training is given year round at no cost to the participant and is done using a ROPES course.

For further information about the Mountain High Program, contact John Blomquist on 505-488-6440.

OIEP sponsors school reform training and workshops at various locations based on need and the availability of funding. Teachers and administrators are provided technical assistance in their ongoing educational reform efforts.

For further information about education reform workshops/training, contact Dr. Sandra Fox on 202-273-2382.

OIEP, in collaboration with the Indian Health Service and the Centers for Disease Control, provides Comprehensive School Health Training in regional locations to assist schools with the development and implementation of a comprehensive school health program.

During 1998, OIEP will provide training on the Circle of Life HIV/AIDS Prevention Education K-6 Curriculum to representatives from each agency/area. OIEP will assist in the teacher training conducted by each agency/area.

OIEP provides Family and Child Education (FACE) program training twice each year to new FACE staff and conducts one FACE Advanced Spring Training for all staff annually.

OIEP provides training to teachers in grades K-6 and administrators annually in the implementation of High/Scope Active Learning.

OIEP provides Special Education training to 23 Special Education Coordinators bi-annually.

OIEP provides Youth Risk Behavior Survey training to representatives from each area/agency office in order to ensure uniformity in the implementation of the survey. Centers For Disease Control assists in the training, the data collection and analysis. OIEP issues the final report to all Bureau funded schools and will provide to other interested parties on request.

To request a copy of the Youth Risk Behavior Survey or the Middle School Youth Risk Behavior Survey contact Lana Shaughnessy on 202-208-3601.

In partnership with the Parents As Teachers (PAT) national organization, OIEP is participating in a pilot study which incorporates the most recent brain research with infants ages 0-2. PAT has developed the curriculum to pilot with a select group of parent educators from five FACE programs and the families they serve.

The National Center for Family Literacy has included OIEP in a project called Equipped for the Future in order to ensure American Indian input in the development of national adult education standards.



Administration and Management Information Services

The Branch of Administration conducts all the business affairs of the OIEP Central Office, Area/Agency Offices and schools.

Administrative Services

In SY 97-98, approximately 4000 Financial Distribution Documents were processed for OIEP programs.

In SY 97-98, approximately 350 requisitions were prepared for Central Office programs.

In SY 97-98, \$438,820,000 in Bureau appropriated funds were allocated to 171 elementary and secondary schools, and 14 dormitories.

In SY 97-98, \$29,373,900 were allocated to schools for transporting day school students, and \$683,600 for transporting residential students. Schools transporting students by air or bus received \$1,541,923.

In SY 97-98, 50,373 student enrollment forms were processed and officially counted for the distribution of ISEP funds.

Management Information Services

Management Information Services (MIS) provides technical assistance to the Central Office and all field offices in the operation of automated data processing (ADP) equipment and capabilities.

MIS operates the LAN system for Central Office and all field offices.

MIS administers the program for data collection of BIA student enrollment and is streamlining this effort by providing schools with statistics software.

MIS is assisting in the ongoing effort to meet President Clinton's goal of connecting all Bureau funded schools to the Internet by the year 2000.



Other Activities

In 1998 one set of regional, field tribal consultations were conducted for the purpose of receiving input from tribes on educational programs and issues. These meetings conducted in twelve regional locations provide information to tribes of proposed changes in BIA educational programs.

OIEP has developed, through consultation with tribes, an "Indian America 2000" to parallel the President's "America 2000". Copies are available by contacting OIEP School Reform Team Leaders.

OIEP publishes three quarterly newsletters. The *American Indian Education News* is a publication to inform and share newsworthy events happening in BIA schools and at local and national levels concerning Indian education. *Bee A Vision* is a publication which highlights events, programs and initiatives in special education. *FACE to FACE* provides Family and Child Education program news and information about early childhood for parents and families with children ages 0-5.

OIEP participates in the National Indian Education Association Conference held annually.

OIEP sponsors and participates in the Educational Native American Network. ENAN is a nationwide telecommunications network based at the University of New Mexico. ENAN allows participants from around the nation to send electronic mail, participate in on-line conferences, download data from ENAN libraries and engage in a variety of interactive educational activities in the area of Native American education.

OIEP is in the process of establishing an Exceptional Education Advisory Board. The chairperson will be appointed by the Secretary of Interior. This committee assists in the coordination of services, developing and recommending policies, advising and assisting OIEP in providing for individuals with disabilities.

OIEP coordinates with BIA Divisions of Social Services, Child Protection, and Law Enforcement in child abuse cases. Coordination efforts may also include liaison work with the U.S. Dept. of Justice.

OIEP participates in the annual International Reading Association Conference.

OIEP and the American Red Cross collaborate to sponsor health and safety workshops at various national meetings and trainings.

OIEP, with technical assistance and training from the Center for Disease Control and the Indian Health Service, implemented both the 1997 High School and Middle School Youth Risk Behavior Survey (YRBS). Students in grades 6-8 took the Middle School YRBS and students in grades 9-12 took the High School YRBS. The YRBS is conducted nationally every

two years in 100 selected public high schools. The YRBS identifies and measures the following six risk behaviors: Unintentional and Intentional Injury, Tobacco Use, Alcohol and Other Drug Use, Sexual Behaviors, Dietary Behaviors and Physical Activity.

To receive a copy of the 1994 or 1997BIA/OIEPYRBS Report, fax a request with a mailing address to Lana Shaughnessy on 202-208-9583.

OIEP participates annually in the National Center for Family Literacy Conference held in Louisville, KY. In 1998, OIEP presented a workshop on the FACE program at this conference.

In 1998, OIEP participated in the American Indian/ Alaska Native Child Care Conference in Albuquerque, NM.

In 1998, OIEP participated in the International Society for Prevention of Child Abuse and Neglect Conference in Auckland, New Zealand.

In 1998, OIEP participated in the first American Indian School to Work Conference held in Phoenix, AZ.

OIEP participates on the Indian Head Start Quality Improvement Coordinating Council.

OIEP established a National Performance Review (NPR) on technology, culminating in the Access Native America project. In 1998, Access Native America has made great progress and involves: EDNET, Education Management, and Education Applications. EDNET will bring all Bureau funded schools onto the Internet by the year 2000. Education Management will improve the use of technology software application. Education Applications will encourage, develop and maintain partnerships which will increase technology capacity to assist in meeting the national educational goals, teacher training to support classroom instruction and student academic achievements.

OIEP has established a second NPR Reinvention Laboratory on personnel practices and protocol. In 1998, this lab produced numerous recommendations, which are under implementation.

OIEP maintains a list of current vacant staff positions in Bureau funded schools. This list is updated regularly and available upon request.

For further information, contact Carolyn Chavez at OIEP's Personnel Office located in Albuquerque, NM, at 505-766-2808.

Memoranda of Agreement Affecting BIA Schools

The BIA and the Bureau of Land Management have entered into a Memorandum of Agreement (MOA) for the purpose of providing opportunities for students to become involved in various aspects of natural resource management through participation in the Resource Apprenticeship Program for Students (RAPS).

The BIA and the Office of Insular Affairs have entered into a MOA for the purpose of providing early childhood and family literacy opportunities for families in the U.S. insular areas. This agreement will be known as the OTIA/BIA Family Literacy Program.

The BIA and Indian Health Service have entered into two MOAs. One is for the purpose of providing health promotion and disease prevention activities. This MOA was amended in November, 1992 to assist efforts of both agencies to address the continuum of prevention and treatment services for those affected by the health and social problems of alcohol and substance abuse. The second MOA is to provide services for exceptional children with severe disabilities through a program called the Indian Children's Program.

The BIA, the Administration for Native Americans of the U. S. Department of Health and Human Services, and the American Red Cross have entered into a MOA for the purpose of providing American Red Cross courses.

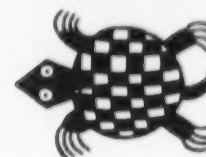
The BIA and the Peace Corp have entered into a MOA for the purpose of placing teachers from foreign assignments in BIA schools.

The BIA and the U.S. Department of Education have entered into a MOA for the purpose of consolidating programs authorized under the Improving America's Schools Act (IASA) of 1994. Specifically identified are programs developed under Title I, Title II, Title IV, and Title IX of the IASA.

The BIA and the Office of Water and Science have entered into a MOA to provide additional support in Bureau funded schools in the areas of science and environmental education. Extensive educational materials are made available for teachers in grades K-12 from the U. S. Geological Survey.

The BIA and the Centers for Disease Control have entered into a MOA to provide training and technical assistance in the dissemination and implementation of HIV/AIDS Prevention Education in grades K-6 at all Bureau funded schools.





Important Numbers For More Information

(Area Code 202, unless otherwise indicated)

Joann Sebastian Morris, Director	208-6123
Bill Mehojah, Deputy Director	208-6175
Dr. Dennis Fox, Assistant Director	208-6175
Dr. Ken Ross, Special Assistant	505-346-6544
Rod Young, Acting Chief, Administrative Services	208-4775
Jim Womack, Chief, Management Information Services	208-7111
Charles Geboe, Team Leader, School Reform Team I	208-4040
Dr. Sandra Fox, Team Leader, School Reform Team II	273-2339
Dr. Angelita Felix, Chief, Exceptional Education	208-5037
Dr. Jim Martin, Chief, Division of Education	208-3550
Keener Cobb, Chief, Planning	208-5962
OIEP Personnel Office	505-346-6803

Telefax Numbers:

Director --	208-3112	School Reform Teams --	298-3200
Exceptional Ed --	208-2316	Planning --	273-0030
Special Projects --	219-9583	Administration --	208-3271

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Visit us on the web at shaman.unm.edu/oiep/home.htm